

Bloxham School



3b

SPECIAL EDUCATIONAL NEEDS POLICY

ISI	Part 1. Quality of Education Provided	
NMS (if applicable)	Standard 3	
Policy Owner (SLT)	MAB	
Governor Responsible	N/A	
Next Gov Annual Review Due	N/A	
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On the Website	No	

Please read in conjunction with:

- Equality and Diversity Policy
- Safeguarding Policy
- Admissions Policy
- Curriculum Policy

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) ¹

This policy was formulated by the Head of Learning Support (HoLS) at Bloxham School and agreed by the Senior Leadership Team and Governing Body in April 2019. It will be reviewed annually or earlier if necessary.

¹ Revised in line with the new Code of Practice.

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A - School Arrangements

A1 - DEFINITION AND AIMS

Definition

A student has special educational needs if he or she has a learning difficulty/disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevent or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014)*

Aims

At Bloxham School we believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their school career.

Many of these students may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Bloxham School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Bloxham School curriculum. In particular, we aim:

- to enable every student to experience success.
- to promote individual confidence and a positive attitude.
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning to give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- to identify, assess, record, and regularly review students' progress and needs.
- to involve parents/carers in planning and supporting at all stages of their student's development.
- to work collaboratively with parents, other professionals and support services.
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- Bloxham School conforms to the Equalities Act 2010.
- The Governors of Bloxham School recognise their responsibilities under the Special Educational Needs and Disability Act (SENDA) 2001, the Disability Discrimination Act (DDA) 1995, Equality Act 2010 and the Reasonable adjustments for Disabled Pupils (2012).

A2 - ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governors** in co-operation with the Headmaster, has a legal responsibility for determining the policy and provision for students with special educational needs/disabilities – it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEND.
- all staff are aware of the need to identify and provide for students with SEND.
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students.

- they have regard to the requirements of the Code of Practice for Special Educational Needs and Disabilities (2014).
- parents are notified if the school decides to make SEND provision for their child.
- they are fully informed about SEND issues, so that they can play a major part in school self-review.
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.
- Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development.
- SEND provision is an integral part of the School Improvement Plan.
- the quality of SEND provision is regularly monitored.

The **Headmaster** has responsibility for:

- the management of all aspects of the school's work, including provision for students with special educational needs and disabilities.
- keeping the governing body informed about SEND issues.
- working closely with the Head of Teaching and Learning.
- the deployment of all special educational needs personnel within the school.
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **Head of Learning Support (HoLS)** is responsible for:

- overseeing the day to day operation of the school's SEND policy.
- co-ordinating the provision for students with special educational needs and disabilities.
- ensuring that an agreed, consistent approach is adopted.
- liaising with and advising other school staff.
- helping staff to identify students with special educational needs.
- carrying out detailed assessments and observations of students with specific learning problems.
- supporting subject teachers in devising strategies.
- drawing up Individual SEN profiles.
- setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and disabilities and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and SEND records.
- developing the SEN information report.
- taking the lead regarding Annual Reviews for those pupils with an Education and Health Care plan. (EHC plan).
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information.

- Co-ordinating the outcomes from specific interventions for pupils with SEND .
- contributing to the in-service training of staff.
- managing the members of the Learning Support Department.
- liaising with the SENCOs in other schools at all Key Stages to help provide a smooth transition from one school to the other.

Subject teachers in addition to their standard classroom responsibilities are responsible for:

- including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the HoLS for advice on assessment and strategies to support inclusion.
- making themselves aware of the school's SEND Policy and procedures for identification monitoring and supporting students with SEND.
- giving feedback to the Learning Support team.

LS teachers work as part of a team with the HoLS and the teachers, supporting students' individual needs, and helping with inclusion of students with SEND within the class as well as delivering specific small group interventions. They play an important role in monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum. They should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies they have used.

A3 - CO-ORDINATING AND MANAGING PROVISION

At Bloxham School:

- sharing of expertise is welcomed and encouraged.
- Special educational needs is a part of the school development plan.
- SEND is a regular item on staff meeting agendas.
- the HoLS meets weekly to review SEND provision across the school.
- the HoLS ensures that weekly meetings are held to review SEN Student Profiles and provision, and that parents are invited to attend in line with the Code of Practice 2014.
- students are involved in discussions about their targets and provision.

The HoLS ensures that the following information is easily accessible to staff:

- the school's SEND policy;
- the Yellow Folder in Firefly/ Pastoral and also on each pupil database page in iSams
- Individual Yellow folder pages for each pupil with a learning difference, a Red folder page for each pupil with SEN and communication passports; Pupils whose needs are just being considered or for whom more information needs to be gathered may be seen on iSams register in a Grey Folder.
- an overview of SEND provision, aims and philosophy of the LS Department from the school prospectus on the Bloxham website.

A4 – ADMISSION ARRANGEMENTS

Bloxham School is a co-educational day and boarding school open to pupils between the ages of 11 and 18. Our admissions policy states that:

Bloxham School admits pupils of a range of academic abilities, regardless of gender, race or creed, provided that they are judged capable of coping with the demands of a Bloxham curriculum, which will enable them to complete the Sixth Form and gain entrance to university. Pupils with Specific Learning Difficulties are admitted with the same proviso. Pupils with educational statements or Education and Health Care Plan's may be admitted with the same proviso as above and provided that it is judged that the school can meet their specific needs. The school will provide information to the local authority concerned to facilitate the annual review of each statemented pupil. The Head of Learning Support will coordinate the annual reviews when they are requested by the local authority.

Numbers of pupils at Bloxham are regulated very carefully to ensure that class sizes and the infrastructure associated with supporting pupils are optimised. It is our wish to retain quite a broad ability range, but we need to be sure that all pupils can thrive. To this end, assessments take place prior to a place being offered at all points of entry.

We welcome pupils with physical disabilities provided that they can cope with our site. There is good access to most facilities. Not all boarding houses are suitable for disabled access by nature of their historical layout but the senior boarding houses (Seymour and Egerton for boys and Wilberforce and Raymond for girls) do have some disabled access.

We advise parents of children with physical disabilities to discuss their child's requirements with the School Registrar and the Head of Learning Support before he or she sits the entrance assessment so that we can consider whether we can make adequate provision. Parents should provide a copy of a medical, occupational or psychology reports to support their request, for example for large print material or other special arrangements. The Head of Learning Support will be the link to any outside agency who need to provide a service for a pupil. Where considered appropriate, advice and reports may be sought from outside agencies with consent from parents. Applications for places will be considered on the basis that all reasonable adjustments can be made by the school to cater for the child's disability.

A5 - SPECIALISMS AND SPECIAL FACILITIES

At Bloxham School:

- all teaching staff are able to teach students with SEND. Additional training for teachers and LS teachers is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student.
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible for use in any classroom.
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we strive to ensure that other students understand and respond with sensitivity student support aims to encourage as much independence as possible within a safe and caring environment.
- we have access to the expertise of LA services and other agencies if it is required.
- the school has been adapted to provide access for pupils with Physical Difficulties which are set out within the Accessibility plan.

B - Identification, Assessment and Provision

B1 - ALLOCATION OF RESOURCES

The Headmaster, HoLS and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary staff, teacher time and materials, and these are dependent on the school's SEN budget. The school has a continuing commitment to purchase appropriate resources for students with SEND.

B2 - IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a need led response to supporting and meet students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises one broad level of provision within the continuum: **SEN support** and for children and young people with more complex needs an **Education, Health and Care Plan** will be in place.

A register is kept of students with SEN and made available to all staff. Where concern is expressed that a student may have SEN, the class teacher and support staff take early action to assess and address the difficulties. The register is called the Yellow Folder and is available on Firefly.

Categories of Special Educational Need

The SEN Code of Practice (2014) recognises four broad areas of need:

- Communication and interaction, (this includes pupils with Speech, language and communication needs and pupils with Autistic Spectrum Disorder);
- Cognition and learning, (this includes pupils with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific learning difficulties);
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs, (this includes pupils with Visual Impairment, Hearing Impairment, Multi-Sensory Impairment and Physical Difficulties).

Levels of Provision

Learning Support

- If a student requires additional and different support and meets the guidance criteria then
- SEN support is put in place.
- The HoLS takes lead responsibility for drawing up the LS Student Profile and for organising provision together with the HsMs, tutor, teachers, parents and any outside agencies involved.
- The SEN Student Profile and Provision Map should reflect any advice given by outside agencies.

Education, Health and Care Plans (EHC Plans)

Only a very small proportion of students require an EHC plan. These students are likely to have severe or complex needs.

Review

Reviews of students on Learning Support are carried out annually. Teachers, parents and students are invited and encouraged to attend SEN profile reviews as they have a crucial role throughout the review process.

Annual Reviews

For students with an EHC plan, an Annual Review meeting is held in addition to the regular reviews. At this meeting, consideration is given to whether the EHC plan should continue, and whether provision/strategies should be maintained or amended. The review will establish and record views, interests and aspirations of the parents and child/young person as well as establish outcomes across education, health and social care based on the child or young person's needs or aspirations.

B3 - CURRICULUM ACCESS AND INCLUSION

Students are grouped in classes according to age and ability. As there is a range of ability in each class, all staff provide a differentiated curriculum suitable for all the students, to ensure access at all levels.

Any students with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a student sensitively, to work individually with a Learning Support Teacher or the HoLS in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area.

Specific intervention programmes are evidence based, time-limited, monitored and reviewed at regular intervals.

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 - EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the HoLS and faculty/department heads through learning walks and work scrutiny.
- analysis of student tracking data and test results: for individual students or specific cohorts.
- analysis of attainment / levels of progress and soft data for students on the SEN register.
- regular monitoring of procedures and practice by the governor's SEN committee
- school self-evaluation.
- the school's annual LS review, which evaluates the success of our policy and sets new targets for development.
- the School Improvement Plan, which is used for monitoring provision in the school.
- visits from LA personnel JCQ and ISI inspection arrangements, which also enable us to evaluate the success of our provision.
- regular meetings of parents and staff, both formal and informal, to plan targets revise provision and celebrate success.

B5 - ARRANGEMENTS FOR COMPLAINTS

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class tutor in the first instance. Anyone who feels unable to talk to the tutor, or is not satisfied with the tutor's comments, should ask for an appointment to meet with the HoLS. If a parent wishes to pursue a complaint they should do so using the School Complaints procedures.

C - Partnership within and beyond the School

C1 - PARTNERSHIP WITH PARENTS

The staff at Bloxham School maintain the gold standards of pastoral care. Parents are involved from the outset and encouraged to discuss any concerns with tutors as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible before strategies are instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents Evenings are held annually, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the tutor, Director of Studies or HoLS.

C2 - THE VOICE OF THE CHILD

All students should be involved in making decisions right from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective during their school years.

At Bloxham School, we encourage students to participate in their learning by:

- contributing to reviews (formally or informally);
- talking to LS teachers and teachers about their learning;
- being part of the student reviews and contributing to the Yellow Folder page.

C3 - LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire, Warwickshire and Northamptonshire. This includes outreach teachers from Language Resource Bases, the Communication and Interaction Support Service, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN).

We are committed to using the expertise and advice provided by other professionals.

C4- STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in area of SEND;
- there are regular training sessions for LS teachers linked to the TDR process;
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school identified through the appraisal process and linked to the school's continued professional development (CPD) programme;
- reading and discussion of documentation, and HoLS/teacher meetings are considered to be part of staff development, as well as a time to share information.
- the HoLS and other staff visit other schools and attend meetings and INSET when relevant;

- newly appointed teaching and support staff meet the HoLS to discuss SEND procedures in the school.

For a list of SchoolSEND professional contacts please see Hof LS

D POLICY FOR REMOTE LEARNING temporary addition for 2020-2021

Having met as a Learning Support Department and spoken to pupils, teachers and parents over the last few days, we thought we would share with you what we felt were some key points for working remotely with pupils. Please do share your own observations with us too.

Wellbeing

- Pupils who are in isolation don't have their normal support mechanisms in place and value the reassurance of talking and being listened to.
- Pupils might be unwell or have members of their family who are unwell, which will increase anxiety levels for them and they may well feel distracted whilst working on tasks.
- Some parents will try to help but often teens will have a real need for independent approach and like to follow teachers advice exactly; this can lead to frustration at home. ("I suggested we print it out, but he won't do it because the teacher hasn't told him to.")
- Pupil anxiety is likely to be a problem and cause concern for parents. ("He spent 15 mins trying to work out how to answer just one question and ...he didn't finish the test and thinks he will do terribly.")
- Pupils with executive functioning difficulties will need support in structure/guidelines/ timetables to help them get organised at home. Pupils will need reassurance and possibly instructions on how to get organised on the lap top.

SEND

- Please re-read the objectives for the 2 EHCP pupils and ensure you are meeting them online.
- Please re-read the teaching implications for your yellow and red folder pupils and make sure you are meeting them online wherever possible.
- Access arrangements should still be taken into account. Please be aware that our pupils with readers and scribes will now be using immersive reader, claread, reading pens and dictate, which may affect the quality of their written work.
- If pupils are entitled to 25% extra time, they may well only complete 80% of an hour's task. You can pre- agree this with individuals to help them feel they are coping with the workload.
- Beware of 'information overload'. A 'less is more' approach is appropriate for pupils who feel overwhelmed.

Teaching materials

- It is helpful to send in advance anything that needs to be printed as SEND pupils take so much longer to get organised and process handouts. Planet e-stream videos (embedded in firefly tasks) can be helpful for our visual learners.
- Where possible can work be duplicated on email and Firefly? Pupils felt it would be more helpful to use familiar systems, especially if they have issues with reading.
- On Firefly, please give tasks a title including the subject and whether it is a lesson or prep.

Remote lessons

- Some pupils may struggle to keep up and panic because they can't type quickly enough to get notes down or keep up with some teachers dictating notes.
- Pupils who need extra time may fall behind, especially if they have a large number of written tasks in a day.
- Pupils who rely on referring to a board or display may find it frustrating to work without visual aids (particularly those with dyslexia).
- Beware of information overload; a 'less is more' approach may be appropriate for pupils who feel overwhelmed.
- Pupils may find it hard to plot a graph and add numbers in Word documents; think about the appropriate format when work is set.
- Pupils will need a reminder to take a screen/device break, some pupils are vulnerable to screen addiction and will not have their regular support mechanism in place to help them manage this.
- Some of our pupils may have issues with Wifi that is intermittent/not available/low bandwidth. Not all of our pupils have the same access to technology in their homes as they would here due to financial situations.
- Not all pupils can see the 'bigger picture' yet and may need reminding that learning from mistakes is fine in this new remote learning situation.

Disclosures

- Any online disclosures should be recorded on the online disclosure form immediately and forwarded to DSL, Jacqui Skevington, please.
- Government guidelines on 1-2-1 teaching of pupils are not yet announced but when they are I will update this document.